



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4925 E Ingram, Mesa, AZ 85205

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Excelling  
2004-05 Excelling  
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Brian Corte  
Schedule : 07:30 AM to 03:45 PM  
Grades : K-6  
Web Address : [www.mpsaz.org/bush](http://www.mpsaz.org/bush)  
Phone Number : (480) 472-8500  
Fax Number : (480) 472-8545  
E-mail : [bjcorte@mpsaz.org](mailto:bjcorte@mpsaz.org)

### Mission

Educators at Barbara Bush Elementary School have developed a comprehensive academic program to help students become lifelong learners in an informational and multicultural society. Students participate in a supportive and encouraging environment. Barbara Bush is a technology school that utilizes technology to support the curriculum.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü At least eighty percent of our students will score at or above district, state and national averages on reading, math and language skills.
- ü All students will participate in daily silent and oral reading activities to promote reading achievement and to learn to read for enjoyment.
- ü All students will develop the skills necessary to utilize technology to enhance their education.

### Enrollment

October 1, 2005 School Year Student Enrollment : 663  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 183

## Instructional Programs

- ü Gifted Programs
- ü School Publishing Company
- ü Special Education Programs
- ü Technology-based Learning

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

The staff at Barbara Bush Elementary School is committed to providing a safe learning environment that promotes academic success in all curriculum areas and positive self-esteem for all our students. Our goal is to provide a quality experience that prepares each child for success at the junior high level.

### Parents

The parent community is a valued resource that plays an integral part in the educational offering provided at Barbara Bush. Parents are expected to form a partnership with the school and support the academic growth of their child. Parental assistance with student homework and school projects and participation in school events will help to promote student achievement.

## Transportation Policy

Students who reside at least one and one-half miles from the school are provided with bus service to Barbara Bush Elementary School in accordance with district policy. Open enrollment students must provide their own transportation.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü A+ Recognition Award	2005
ü Excelling School	2006
ü Special Education Award	2003
ü Web Page Technology Award	2005

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	5547	80010	99	98	99	465	453	447	1	8	10	7	16	18	67	56	53	24	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2719	38935	100	98	99	463	452	447	2	8	9	7	17	19	69	56	55	21	19	17
Male	41	2828	40974	98	98	98	467	453	448	NA	8	11	7	15	18	66	55	52	27	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	18	2182	34545	95	98	99	452	434	432	NA	12	14	6	23	24	89	56	53	6	8	9
Asian/Pacific Islander	--	119	2068	--	98	99	--	478	474	--	4	4	--	9	10	--	50	50	--	37	36
American Indian/Alaskan Native	--	226	3979	--	97	96	--	436	424	--	14	17	--	23	30	--	51	47	--	11	6
White	63	2783	35142	100	98	99	469	469	465	2	4	5	8	9	11	62	55	56	29	31	28
Students with Disabilities	12	645	10161	92	90	93	440	419	419	8	27	28	17	30	28	67	36	36	8	7	8
Students without Disabilities	71	4902	69849	100	99	100	469	457	451	NA	5	7	6	14	17	68	58	56	27	22	19
Limited English Proficient Students	NC	877	14013	NC	97	97	NC	415	413	NC	20	24	NC	33	34	NC	44	39	NC	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	21	3005	39029	100	97	98	455	437	432	NA	11	14	10	22	25	71	57	52	19	10	9
Non-Economically Disadvantaged	62	2542	40981	98	99	100	469	472	462	2	4	6	6	9	13	66	54	54	26	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	5457	79438	99	97	98	473	457	451	2	7	9	11	21	24	71	60	56	16	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2686	38775	100	97	99	477	463	457	2	5	7	5	19	22	76	62	58	17	14	13
Male	41	2770	40560	98	96	97	469	452	446	2	8	12	17	23	25	66	58	54	15	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	18	2140	34297	95	96	98	459	437	434	NA	11	14	22	31	31	72	54	50	6	4	5
Asian/Pacific Islander	--	119	2063	--	98	99	--	479	475	--	2	3	--	13	15	--	64	63	--	22	20
American Indian/Alaskan Native	--	218	3940	--	94	95	--	443	429	--	10	14	--	27	36	--	57	47	--	6	3
White	63	2744	34887	100	97	98	477	475	471	3	3	4	8	13	15	70	65	63	19	19	18
Students with Disabilities	12	557	9588	92	77	88	442	420	416	8	24	30	17	32	32	67	38	34	8	5	5
Students without Disabilities	71	4900	69850	100	99	100	477	461	456	1	5	7	10	20	23	72	62	59	17	13	12
Limited English Proficient Students	NC	846	13856	NC	93	96	NC	411	407	NC	22	27	NC	44	43	NC	34	29	NC	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	21	2946	38685	100	95	97	461	441	435	NA	10	14	19	29	32	76	55	50	5	5	5
Non-Economically Disadvantaged	62	2511	40753	98	98	99	477	477	467	3	3	5	8	12	16	69	65	62	19	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	5524	79971	99	98	99	433	415	423	1	8	8	35	46	41	64	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2715	38974	100	98	99	441	429	437	2	5	5	21	40	33	76	53	57	NA	2	4
Male	41	2808	40895	98	97	98	425	402	410	NA	11	10	49	53	47	51	35	41	NA	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	18	2166	34481	95	97	99	429	399	410	NA	12	10	39	53	46	61	35	43	NA	1	1
Asian/Pacific Islander	--	119	2067	--	98	99	--	440	449	--	2	4	--	36	28	--	60	60	--	3	8
American Indian/Alaskan Native	--	224	3995	--	97	96	--	403	409	--	11	10	--	50	47	--	38	42	--	0	1
White	63	2779	35150	100	98	99	435	429	437	2	5	5	32	41	35	67	52	56	NA	2	5
Students with Disabilities	12	645	10258	92	90	94	390	373	377	8	20	23	42	54	51	50	24	25	NA	1	1
Students without Disabilities	71	4879	69713	100	99	100	439	420	429	NA	6	5	34	45	39	66	46	52	NA	2	3
Limited English Proficient Students	NC	865	13985	NC	95	97	NC	371	382	NC	22	18	NC	56	54	NC	22	27	NC	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	21	2986	38994	100	97	98	423	401	409	NA	11	10	48	52	47	52	36	41	NA	1	1
Non-Economically Disadvantaged	62	2538	40977	98	99	100	436	432	437	2	4	5	31	40	34	68	53	56	NA	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	5739	80147	100	98	99	501	498	482	5	6	11	11	13	17	47	48	49	37	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2849	39281	100	99	99	501	498	483	2	5	9	8	13	17	57	49	50	33	33	24
Male	57	2889	40780	100	98	98	501	497	482	7	7	12	14	12	17	39	48	48	40	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	18	2106	33494	100	98	99	465	479	466	6	9	15	28	18	23	61	55	49	6	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	--	239	4117	--	98	96	--	472	456	--	10	19	--	25	27	--	50	46	--	15	8
White	82	2998	36122	99	98	99	512	514	501	4	4	5	6	8	10	45	44	50	45	44	35
Students with Disabilities	11	657	10295	100	90	92	439	451	443	27	25	33	27	27	26	45	38	33	NA	10	8
Students without Disabilities	95	5082	69852	100	99	100	508	503	488	2	4	7	9	11	16	47	50	51	41	35	26
Limited English Proficient Students	NC	640	12722	NC	96	97	NC	449	441	NC	19	27	NC	31	33	NC	45	37	NC	5	3
Migrant Students	NC	37	622	NC	100	97	NC	465	454	NC	19	19	NC	27	30	NC	38	43	NC	16	8
Economically Disadvantaged	27	2944	38371	100	97	97	470	480	465	11	9	15	30	18	23	44	52	49	15	20	13
Non-Economically Disadvantaged	79	2795	41776	100	99	100	512	516	498	3	3	6	5	7	11	48	45	49	44	45	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	5655	79686	99	97	98	485	478	470	7	7	11	20	21	24	57	61	57	16	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2823	39163	100	98	99	495	482	475	4	6	9	20	19	22	55	63	60	20	12	10
Male	56	2831	40438	98	96	97	477	474	465	9	9	13	20	22	25	59	60	54	13	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	18	2071	33299	100	96	98	463	458	452	22	12	17	28	30	32	33	54	47	17	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	--	236	4087	--	97	96	--	454	446	--	10	16	--	40	38	--	49	44	--	1	2
White	81	2959	35914	98	97	98	493	495	489	2	3	5	17	13	15	63	67	67	17	17	14
Students with Disabilities	10	571	9808	91	78	87	NA	440	432	NA	25	35	NA	35	32	NA	35	30	NA	5	3
Students without Disabilities	95	5084	69878	100	99	100	491	482	475	4	5	8	18	19	23	60	64	61	18	12	9
Limited English Proficient Students	NC	617	12594	NC	93	96	NC	425	422	NC	31	34	NC	46	45	NC	23	21	NC	0	0
Migrant Students	NC	34	611	NC	92	95	NC	448	439	NC	18	22	NC	44	39	NC	35	37	NC	3	2
Economically Disadvantaged	26	2879	38095	96	95	97	455	462	452	19	11	17	35	29	32	42	55	48	4	5	3
Non-Economically Disadvantaged	79	2776	41591	100	98	99	495	495	486	3	3	6	15	13	16	62	67	65	20	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	5728	80372	99	98	99	474	476	475	5	3	4	32	31	30	57	64	64	6	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	2841	39452	100	99	99	493	487	488	2	2	3	20	22	22	71	73	72	6	3	3
Male	56	2887	40836	98	98	98	458	464	464	7	4	6	43	39	37	45	56	56	5	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	18	2102	33608	100	98	99	416	460	462	22	6	6	39	38	36	39	55	57	NA	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	--	239	4128	--	98	97	--	462	464	--	3	4	--	48	39	--	49	56	--	NA	1
White	81	2995	36213	98	98	99	488	487	489	1	2	2	28	24	22	64	72	72	6	3	3
Students with Disabilities	10	651	10526	91	89	94	NA	428	427	NA	13	15	NA	53	53	NA	32	31	NA	2	1
Students without Disabilities	95	5077	69846	100	99	100	479	481	482	5	2	3	27	28	26	61	68	69	6	2	2
Limited English Proficient Students	NC	637	12747	NC	96	97	NC	421	432	NC	16	12	NC	52	52	NC	32	36	NC	NA	0
Migrant Students	NC	37	621	NC	100	97	NC	450	452	NC	14	9	NC	38	40	NC	49	51	NC	NA	0
Economically Disadvantaged	26	2941	38521	96	97	98	432	462	461	15	5	6	46	38	38	35	56	55	4	1	1
Non-Economically Disadvantaged	79	2787	41851	100	99	100	488	491	489	1	1	3	28	23	22	65	73	72	6	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	5603	79306	99	98	99	536	518	504	4	9	13	9	15	20	47	50	49	41	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	2724	38845	100	98	99	537	518	505	2	8	11	9	16	20	45	51	50	43	26	18
Male	48	2879	40383	98	97	98	536	517	504	6	10	14	8	14	19	48	50	47	38	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	NC	2000	32673	NC	98	99	NC	496	487	NC	14	18	NC	22	25	NC	52	46	NC	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	85	2974	36234	99	98	99	543	535	523	1	4	6	7	9	13	48	49	52	44	37	28
Students with Disabilities	11	622	10286	92	87	91	482	469	462	18	32	41	27	27	27	45	34	27	9	7	5
Students without Disabilities	90	4981	69020	100	99	100	540	523	510	2	6	9	7	14	18	47	52	52	44	28	21
Limited English Proficient Students	NC	601	10291	NC	95	96	NC	462	458	NC	34	38	NC	33	34	NC	31	26	NC	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	20	2874	37437	100	97	97	507	499	486	15	13	19	20	21	26	40	51	46	25	14	9
Non-Economically Disadvantaged	81	2729	41869	99	98	100	543	538	521	1	4	7	6	9	14	48	49	51	44	39	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	5547	79000	99	97	98	525	496	489	4	7	10	7	20	24	63	62	58	26	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	2710	38774	100	98	99	533	501	494	NA	5	7	8	19	22	60	63	61	32	12	10
Male	48	2837	40150	98	96	98	514	492	485	8	9	12	6	21	25	67	61	55	19	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	NC	1963	32508	NC	96	98	NC	476	472	NC	12	15	NC	31	33	NC	53	49	NC	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	85	2962	36135	99	97	98	533	513	508	2	3	4	4	12	14	66	69	67	28	16	15
Students with Disabilities	11	569	9991	92	79	88	447	456	449	27	22	33	9	36	36	64	39	29	NA	3	2
Students without Disabilities	90	4978	69009	100	99	100	531	500	495	1	5	6	7	19	22	63	65	62	29	12	10
Limited English Proficient Students	NC	573	10199	NC	91	95	NC	441	439	NC	33	35	NC	46	47	NC	20	18	NC	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	20	2829	37234	100	96	97	490	478	472	15	11	15	20	29	33	50	55	50	15	4	3
Non-Economically Disadvantaged	81	2718	41766	99	98	99	533	515	505	1	2	5	4	11	16	67	69	65	28	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	5609	79611	97	98	99	531	490	496	3	7	7	15	43	37	78	50	56	4	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	2732	39016	100	98	99	549	505	511	NA	4	4	4	34	29	91	61	66	6	1	1
Male	46	2877	40519	94	97	98	508	476	482	7	9	10	28	51	44	63	40	46	2	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	NC	2001	32855	NC	98	99	NC	470	481	NC	11	10	NC	51	43	NC	37	47	NC	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	83	2984	36380	97	98	99	541	504	511	NA	4	4	14	36	30	81	59	65	5	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	90	4970	68947	100	99	100	536	496	504	2	5	4	13	41	34	80	54	61	4	0	1
Limited English Proficient Students	NC	599	10362	NC	95	97	NC	415	438	NC	30	22	NC	56	57	NC	14	21	NC	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	19	2874	37626	95	97	98	489	472	479	16	10	10	16	51	45	68	38	45	NA	1	0
Non-Economically Disadvantaged	80	2735	41985	98	99	100	541	508	511	NA	3	4	15	34	30	80	63	65	5	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	5505	79327	99	98	98	542	531	518	2	12	19	12	16	20	64	50	46	21	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2626	38961	98	98	98	541	532	520	5	11	16	15	17	20	59	51	48	21	21	16
Male	51	2875	40295	100	98	97	543	531	516	NA	13	21	10	16	19	69	48	44	22	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	14	1926	32327	93	98	98	530	510	499	NA	18	27	29	23	25	57	49	41	14	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	69	2984	36373	100	99	98	547	549	538	1	7	10	9	11	14	65	51	52	25	31	25
Students with Disabilities	NC	587	9321	NC	89	87	NC	473	467	NC	44	54	NC	23	22	NC	27	21	NC	5	3
Students without Disabilities	82	4918	70006	99	99	100	545	537	524	2	8	14	10	15	19	66	53	49	22	24	18
Limited English Proficient Students	NC	525	9431	NC	95	95	NC	475	466	NC	40	53	NC	30	27	NC	29	18	NC	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	21	2687	37097	95	97	97	513	511	498	5	18	27	43	21	25	48	49	41	5	11	7
Non-Economically Disadvantaged	69	2818	42230	100	99	99	551	550	535	1	6	11	3	11	15	70	50	50	26	32	24

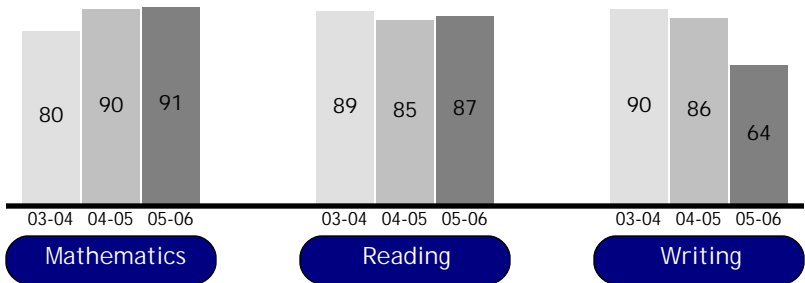
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	5447	79501	99	97	98	520	506	497	1	6	10	8	20	25	87	68	60	4	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2606	39062	98	98	99	523	510	502	NA	5	8	10	19	23	79	70	64	10	6	5
Male	51	2837	40368	100	97	98	517	503	491	2	8	13	6	22	27	92	66	57	NA	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	14	1887	32389	93	96	98	504	488	478	NA	10	16	21	31	34	79	58	48	NA	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	98	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	69	2973	36446	100	98	99	524	521	516	1	4	4	4	12	15	88	76	73	6	8	7
Students with Disabilities	NC	532	9411	NC	80	88	NC	461	453	NC	28	36	NC	34	36	NC	34	26	NC	4	1
Students without Disabilities	82	4915	70090	99	99	100	522	510	502	NA	4	7	7	19	24	88	72	65	5	6	5
Limited English Proficient Students	NC	496	9401	NC	90	94	NC	450	443	NC	28	40	NC	51	46	NC	20	14	NC	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	21	2646	37183	95	96	97	508	489	479	NA	10	16	19	29	34	76	59	49	5	2	1
Non-Economically Disadvantaged	69	2801	42318	100	98	99	523	522	513	1	3	5	4	12	17	90	76	70	4	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	5492	80000	99	98	99	584	565	564	NA	3	3	6	10	11	80	77	75	14	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2626	39288	98	98	99	603	580	579	NA	2	2	3	5	6	74	78	77	23	15	16
Male	51	2862	40644	100	97	98	569	552	549	NA	4	4	8	14	15	84	76	74	8	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	14	1917	32672	93	97	99	572	548	548	NA	4	4	14	13	14	86	77	76	NA	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	69	2977	36602	100	98	99	588	578	579	NA	2	2	3	8	7	80	77	75	17	14	16
Students with Disabilities	NC	585	9919	NC	88	93	NC	497	505	NC	11	9	NC	34	35	NC	51	54	NC	5	2
Students without Disabilities	82	4907	70081	99	99	100	586	572	571	NA	2	2	5	7	7	79	80	79	16	11	12
Limited English Proficient Students	NC	517	9571	NC	93	96	NC	490	502	NC	14	10	NC	29	29	NC	56	60	NC	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	21	2675	37534	95	97	98	572	547	547	NA	4	4	5	14	15	90	77	76	5	5	5
Non-Economically Disadvantaged	69	2817	42466	100	99	100	587	582	578	NA	1	2	6	7	7	77	77	75	17	15	16

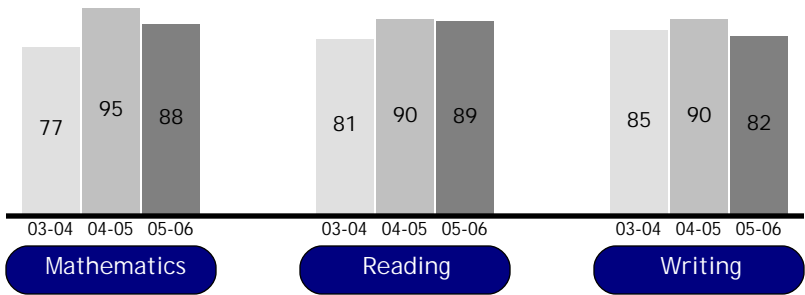
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.



The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	79	NA	58	97	52	50	47	99	61	50	46
	Language	94	70	53	50	97	46	49	47	99	56	50	48
	Mathematics	98	85	71	64	98	57	54	50	99	67	56	52
3	Reading	98	72	NA	55	99	58	50	44	96	56	52	46
	Language	98	79	63	61	99	59	49	44	96	54	48	46
	Mathematics	97	77	66	61	99	63	55	51	96	63	56	52
4	Reading	96	76	NA	56	94	66	52	48	98	59	58	52
	Language	100	62	55	52	94	68	52	49	98	68	58	52
	Mathematics	100	79	68	61	94	72	59	53	99	70	67	58
5	Reading	98	74	NA	55	99	66	55	50	95	78	61	56
	Language	98	68	55	49	99	68	55	50	93	79	59	54
	Mathematics	98	87	71	63	99	67	54	49	95	72	59	52
6	Reading	97	77	NA	56	97	63	58	51	99	70	63	56
	Language	97	70	55	48	97	63	54	47	99	68	58	50
	Mathematics	97	84	76	66	97	70	62	52	99	75	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Barbara Bush Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü School Mission/Philosophy
- Ü Student Achievement
- Ü School Safety Issues
- Ü Attendance/School Growth
- Ü Enrichment/Cultural Events
- Ü Community Involvement

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.10
Other Professional Staff	1.00	Teacher Aide	15.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	5	2	0	0
7 to 9 years	2	5	0	0
10 or more years	2	19	1	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	75
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	1%

## Resources Available at School Site

### Special Facilities

- Ü Computer Labs
- Ü Outdoor Sport/Recreation Areas
- Ü Multimedia Library Facility

### Extracurricular Activities

- Ü Student Council
- Ü Internal Video Broadcasting System Club
- Ü Band/Orchestra/Choir
- Ü Technology Clubs
- Ü School Musical/Talent Show

### Social Services

- Ü District Kids Corner Afterschool Program
- Ü Parent University Classes
- Ü Literacy Program Activities

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Barbara Bush Elementary exceeded 20004-005 goals set in math, reading and writing at all grade levels.
  
- Ü Barbara Bush Elementary exceeded goals of parent satisfaction with greater than 95% of parents giving the school an A or B on the parent survey.
  
- Ü Barbara Bush Elementary School was named an A+ Recognition school in 2005.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	94	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

School employees are committed to providing a safe and healthy learning environment for our students. Throughout the campus, positive standards for student behavior have been established. A thorough emergency plan has been implemented.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Brian Corte	(480) 472-8500
Transportation Policy	Ron Latko	(480) 472-0178
Community Resources	Joe O'Reilly	(480) 472-7201
School Nutrition Programs	Loretta Zullo	(480) 472-0910
Parent Organization	Holly Whiteman	(480) 472-8500
Student Health/Nurse	Peggy Jones	(480) 472-8543

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.